



DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE - Alignment Chart

GRADE KINDERGARTEN Common Core State Standards Initiative – English Language Arts Unit 1 Unit 2 Unit 3															
		Going Places Safely	A-B-C Searching	Keep It Private	My Creative Work	Sending Email	Staying Safe Online	Follow the Digital Trail	Screen Out the Mean	Using Keywords	Sites I Like	Powerful Passwords	My Online Community	Things for Sale	Show Respect Online	Writing Good Emails
College and Career Readiness Anchor Standards for Reading															
Key Ideas and Details															
<input type="checkbox"/>	A.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.													
<input type="checkbox"/>	A.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.													
<input type="checkbox"/>	A.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.													
Craft and Structure															
<input type="checkbox"/>	A.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.													
<input type="checkbox"/>	A.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.													
<input type="checkbox"/>	A.R.6	Assess how point of view or purpose shapes the content and style of a text.													
Integration of Knowledge and Ideas															
<input type="checkbox"/>	A.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.													
<input type="checkbox"/>	A.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.													
<input type="checkbox"/>	A.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.													
Range and Level of Text Complexity															
<input type="checkbox"/>	A.R.10	Read and comprehend complex literary and informational texts independently and proficiently.													
Reading Standards for Literature															
Key Ideas and Details															
<input type="checkbox"/>	RL.K.1	With prompting and support, ask and answer questions about key details in a text.													

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<input type="checkbox"/>	RL.K.2	With prompting and support, retell familiar stories, including key details.														
<input type="checkbox"/>	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.														
Craft and Structure																
<input type="checkbox"/>	RL.K.4	Ask and answer questions about unknown words in a text.														
<input type="checkbox"/>	RL.K.5	Recognize common types of texts (e.g., storybooks, poems).														
<input type="checkbox"/>	RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.														
Integration of Knowledge and Ideas																
<input type="checkbox"/>	RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).														
	RL.K.8	(Not applicable to literature)														
<input type="checkbox"/>	RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.														
Range and Level of Text Complexity																
<input type="checkbox"/>	RL.K.10	Actively engage in group reading activities with purpose and understanding.														
Reading Standards for Informational Text																
Key Ideas and Details																
<input type="checkbox"/>	RI.K.1	With prompting and support, ask and answer questions about key details in a text.														
<input type="checkbox"/>	RI.K.2	With prompting and support, identify the main topic and retell key details of a text.														
<input type="checkbox"/>	RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.														
Craft and Structure																
<input type="checkbox"/>	RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.														
<input type="checkbox"/>	RI.K.5	Identify the front cover, back cover, and title page of a book.														
<input type="checkbox"/>	RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.														

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Integration of Knowledge and Ideas

<input type="checkbox"/>	RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).													
<input type="checkbox"/>	RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.													
<input type="checkbox"/>	RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).													

Range and Level of Text Complexity

<input type="checkbox"/>	RI.K.10	Actively engage in group reading activities with purpose and understanding.													
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Reading Standards: Foundational Skills

Print Concepts

	RF.K.1	Demonstrate understanding of the organization and basic features of print.													
<input type="checkbox"/>	RF.K.1a	Follow words from left to right, top to bottom, and page by page.													
<input type="checkbox"/>	RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.													
<input type="checkbox"/>	RF.K.1c	Understand that words are separated by spaces in print.													
<input type="checkbox"/>	RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.													

Phonological Awareness

<input type="checkbox"/>	RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).													
<input type="checkbox"/>	RF.K.2a	Recognize and produce rhyming words.													
<input type="checkbox"/>	RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.													
<input type="checkbox"/>	RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.													
<input type="checkbox"/>	RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)													
<input type="checkbox"/>	RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.													

¹ Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

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Phonics and Word Recognition

<input type="checkbox"/>	RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.													
<input type="checkbox"/>	RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.													
<input type="checkbox"/>	RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.													
<input type="checkbox"/>	RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).													
<input type="checkbox"/>	RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.													

Fluency

<input type="checkbox"/>	RF.K.4	Read emergent-reader texts with purpose and understanding.													
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College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

<input type="checkbox"/>	A.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.													
<input type="checkbox"/>	A.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	A.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.													

Production and Distribution of Writing

<input type="checkbox"/>	A.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	A.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.						.					.		
<input type="checkbox"/>	A.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.					.						.		

Research to Build Knowledge

<input type="checkbox"/>	A.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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<input type="checkbox"/>	A.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
<input type="checkbox"/>	A.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.														
Range of Writing																
<input type="checkbox"/>	A.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		.	.	.	.	.	.	.	.	.	.	.	.	.
Writing Standards																
Text Types and Purposes																
<input type="checkbox"/>	W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).				.										
<input type="checkbox"/>	W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.										.				
Production and Distribution of Writing																
	W.K.4	(Begins in grade 3)														
<input type="checkbox"/>	W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.														
Research to Build Knowledge																
<input type="checkbox"/>	W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	

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<input type="checkbox"/>	W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.														
	W.K.9	(Begins in grade 4)														
Range of Writing																
	W.K.10	(Begins in grade 3)														
College and Career Readiness Anchor Standards for Speaking and Listening																
Comprehension and Collaboration																
<input type="checkbox"/>	A.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.														
<input type="checkbox"/>	A.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.														
<input type="checkbox"/>	A.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.														
Presentation of Knowledge and Ideas																
<input type="checkbox"/>	A.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.														
<input type="checkbox"/>	A.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.														
<input type="checkbox"/>	A.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.														
Speaking and Listening Standards																
Comprehension and Collaboration																
<input type="checkbox"/>	SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.														
<input type="checkbox"/>	SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).														

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<input type="checkbox"/>	SL.K.1b	Continue a conversation through multiple exchanges.														
<input type="checkbox"/>	SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.														
<input type="checkbox"/>	SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.														
Presentation of Knowledge and Ideas																
<input type="checkbox"/>	SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.														
<input type="checkbox"/>	SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.														
<input type="checkbox"/>	SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.														
College and Career Readiness Anchor Standards for Language																
Conventions of Standard English																
<input type="checkbox"/>	A.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.														
<input type="checkbox"/>	A.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.														
Knowledge of Language																
<input type="checkbox"/>	A.L.3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.														
Vocabulary Acquisition and Use																
<input type="checkbox"/>	A.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.														
<input type="checkbox"/>	A.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.														
<input type="checkbox"/>	A.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.														

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Language Standards

Conventions of Standard English

<input type="checkbox"/>	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																		
<input type="checkbox"/>	L.K.1a	Print many upper- and lowercase letters.																		
<input type="checkbox"/>	L.K.1b	Use frequently occurring nouns and verbs.																		
<input type="checkbox"/>	L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).																		
<input type="checkbox"/>	L.K.1d	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).																		
<input type="checkbox"/>	L.K.1e	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).																		
<input type="checkbox"/>	L.K.1f	Produce and expand complete sentences in shared language activities.																		
<input type="checkbox"/>	L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																		
<input type="checkbox"/>	L.K.2a	Capitalize the first word in a sentence and the pronoun <i>I</i> .																		
<input type="checkbox"/>	L.K.2b	Recognize and name end punctuation.																		
<input type="checkbox"/>	L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).																		
<input type="checkbox"/>	L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.																		

Knowledge of Language

<input type="checkbox"/>	L.K.3	(Begins in grade 2)																		
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Vocabulary Acquisition and Use

<input type="checkbox"/>	L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.																		
<input type="checkbox"/>	L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).																		
<input type="checkbox"/>	L.K.4b	Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.																		
<input type="checkbox"/>	L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.																		
<input type="checkbox"/>	L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.																		